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| **W**here is the work headed? Why is it headed there? What are the student’s final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? | Students will experience the opportunity to go back in time and live the life the pioneers and their families had to experience on their journey west. This unit will allow students to become actively involved in their learning by not only learning about why people moved westward but also to allow student to understand life on the trail and the difficulties they faced throughout their journeys. No two trails were the same, so students get the opportunity to explore the different outcomes depending on the trail they chose. Students will be asked to explain their decisions and feelings during their presentation. They are expected to describe their chosen routes to the class and explain why or why not their routes were the best to take. Students will be asked to use a poster to show a representation of the route they chose on a map. Each presenting group must explain the rules that their wagon train agreed to travel and live by, and why they chose them. Were there any disagreements within their parties? Each group must also share with the class which supplies their wagon train chose to bring and why. |

H

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| **H**ook the student through engaging and provocative entry points: thought-provoking and focusing experiences, issues, oddities, problems, and challenges that point toward essential questions, core ideas, and final performance tasks. | In trying to connect this unit to student’s lives, one of our essential questions deals with moving in general. I will begin the unit by having students all move within the taped off square of room. It will be crowded, but not uncomfortably so. I will initiate questions such as: Who would like to move to a more open part of the classroom? How many would like to move? Why? (Again, pacing questions and responses to allow for all students to comprehend.) When students have discussed reasons for wanting more space, I will have them move back into their seats and begin the day’s lesson. Next I will share era pictures of crowded city slums, so that students get an understanding of the living environment in the 1800’s. |

E

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| **E**xplore & **E**quip. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads & hunches, research & test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skills & knowledge. Have them experience the ideas to make them real. | I will equip students with the proper sources needed to guide them throughout their journey. As we explore primary sources I will teach them how to analyze primary sources and allow for discussion that will help them reflect on what life during the 1800’s. They will be exploring the big picture of why people made the decision to move out west. Throughout the unit we will be revisiting the KWL chart so we can continue to add what we learn or still want to learn throughout the lesson. Students will be gaining a deeper understanding through their connections of their roles as members of the wagon trail. They will begin to form essential questions regarding their roles. |

R

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| **R**ethink & revise. Dig deeper into ideas at issue. Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, & discussion. | Students will be encouraged to rethink and revise work by reflecting back on our class KWL and other previous learning. Students will be given a variety of different sources they could explore for further inquiry; such as, primary sources, photos, KWL’s, journals, and maps. Students will be given time to rehearse their presentations and revise as needed before presenting. I will encourage students to explore other pioneers on their journey west to gain an understanding of something they might be missing. By allowing students to help each other they learn from one another. |

E

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| Evaluate understanding. Reveal what has been understood through final performances & products. Involve students in a final self-assessment to identify remaining questions and set future goals, | Student Journals will allow me to track students understanding throughout the unit. Student journals will reflect the understanding of their roles on the trail. As a final assessment students will generate a rubric that will reflect the requirements listed in the “rules and regulation.” Students will also need to sign contracts they create within their groups for each member’s role on the trip. |

T

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| Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective. | Students will be able to choose their roles within their groups as they embark on a journey westward in hopes of a better opportunities. Throughout the unit students will be given a variety of different resources to guide them through their journey west. |

O

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| Organize and sequence the learning for maximal engagement and effectiveness, given the desired results. | Students will be taught how to gather, organize, and present information that will allow them to apply to each lesson within the Westward Expansion Unit. Though the use of primary sources, internet searches, and class discussions students will be engaged in their roles as they go back in time to get an understanding of how life was on the wagon trail. |